Sun and Moon

1-3 The student will demonstrate an understanding of the features of the sky and the patterns of the Sun and the Moon. (Earth Science)

NOTE TO TEACHER: It is essential to keep this unit as basic as possible. Do not go beyond the recommendations since a child at this age is not developmentally ready to understand astronomy concepts. They will take the foundational knowledge they learn at this grade and expand on it in 4th grade.

1.3.3 Recognize that the Sun and the Moon appear to rise and set.
Taxonomy level: 1.1-A Remember Factual Knowledge

Previous/Future knowledge: This is the first time that students are introduced to the concept of the Sun and the Moon moving in the sky. This is foundational knowledge that will be further developed in 4th grade when students explain how the tilt of Earth causes seasons (4-3.4) and how the Earth's movement around the Sun causes day and night (4-3.5). In 8th grade (8-4.4), students will explain the motions of Earth and the Moon and the effects of these motions as they orbit the Sun including day and year.

It is essential for students to know that because Earth turns (*rotates*) the Sun and the Moon appear to rise and set.

- The Sun appears to move across the sky during the day. It is lower in the sky in the morning (sunrise) and in the evening (sunset).
- The Moon also appears to rise and set. It is lower in the sky during moonrise and moonset. However, moonrise or moonset can be seen during the day or night.

NOTE TO TEACHER: Inform students that they should **not** look at the Sun. Because of the safety issues involved with viewing the location of the Sun, it is best to observe the rising and setting of the Sun through some sort of simulation (for example, a video, united streaming or a computer simulation). Students can safely view the movements and position of the Moon.

It is not essential for students to know that Earth takes one year to travel (revolve) around the Sun.-

Assessment Guidelines:
The objective of this indicator is to *recognize* that the Sun and the Moon appear to rise and set in the sky; therefore, the primary focus of assessment should be to identify apparent movement of the Sun and the Moon. However, appropriate assessments should also require students to *recall* from a picture or drawing the time of day based on the location of the Sun in the sky; or *recall* that the Sun and the Moon are lower in the sky when they rise and set.